

# CURRICULUM FRAMEWORK 2023 - 2027



## Help for non-English speakers

If you need help to understand the information in this policy please contact Mill Park Heights Primary School

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## PURPOSE

The purpose of this framework is to outline Mill Park Heights Primary School's organisation, implementation and review of curriculum and teaching practices and to ensure that, taken as a whole, all eight learning areas are substantially addressed, unless an exemption applies.

The framework shows, at a high level, how the school will deliver its curriculum, how the curriculum and teaching practice will be reviewed, how we assess student learning, how we record and monitor student performance, and when and how we report to parents.

This curriculum framework could be read alongside our whole school curriculum overview.

## OVERVIEW

Mill Park Heights Primary School provides all students with a planned and structured curriculum to equip them with the knowledge, skills and attributes needed to complete their schooling and to make a successful transition from school to work, training, or further education.

Mill Park Heights Primary School is committed to offering a comprehensive curriculum based on the [Victorian Curriculum F-10](#). The key points in this framework, and in line with the [F-10 Revised Curriculum Planning and Reporting Guidelines](#), are a commitment to:

- A defined curriculum content is the basis for student learning
- Curriculum planning that is based on two-year bands of schooling rather than each year level
- Developing and publishing a separate whole-school curriculum plan that documents our teaching and learning program
- Reporting student learning against the achievement standards in the curriculum
- Reporting student learning to students and parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy.
- Complying with Departmental policies relating to curriculum provision, including:
  - [Physical and Sport Education — Delivery Outcomes](#)
  - [Sexuality and Consent Education](#)
  - [Holocaust Education – Delivery Requirements](#)

Our Mill Park Heights Primary School values underpin our learning, teaching and social interactions. We strive to model our values in all areas of our school life and the values are the cornerstone of each Class Code of Co-operation whether onsite or via remote learning.

The Mill Park Heights Primary School. Values are:

- Honesty and Trust
- Respect
- Responsibility
- Care and Compassion
- Team Work
- Personal Best

Our mission is to ensure high quality Instruction that maximises the individual potential and growth of all students.

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Our vision is for our students will be critical and creative thinkers who are resilient and valuable contributors to a global society graduate students to be lifelong learners who are resilient problem solvers and valuable contributors to a global society.

Our core beliefs about how students learn drive everything we do in all aspects of school life and are the determining factor in decision-making. Our beliefs are:

- Children bring with them their own beliefs, knowledge and experiences that we value and build upon.
- Children learn best through interactions, active exploration using all of their senses and experimentation.
- Children learn best when the intention and expectations for learning are clearly articulated.
- Children learn best when they can articulate, reflect upon, review, and represent their learning in different ways.
- Children’s positive dispositions to learning and to themselves as learners are essential for success in school and beyond. (Readiness to learn) They need to be given the time to develop their school readiness.
- Children learn best when there is a place for creativity, imagination and self-expression in learning.
- Children learn best when assessment is used to evaluate and inform teaching and learning.
- Children learn best when there are supportive relationships among all partners (including peers) in the learning community.
- Children learn best when their learning is structured to ensure continuity of learning as they children move to and through school ensuring foundations for their future success. Every minute counts.

## IMPLEMENTATION

Mill Park Heights Primary School implements its curriculum program as determined by the Victorian Curriculum. The Framework for Improving Student Outcomes provides the guide and focus of the implementation of the school curriculum, with the Workshop Model being the school instructional model in English and Maths. At MPHPS, class time is structured into a weekly timetable, with 5 hours of learning per day, broken into 5 x 60 minute learning sessions.

While we continually review our learning programs we offer the following subjects across our school:

- English
- Mathematics
- Integrated Humanities - History, Geography, Science, Civics and Citizenship
- Information Communication and Technology
- Wellbeing – Respectful Relationships
- The Arts – Visual, Dance, Drama, Music and Media
- Languages – Auslan
- Health and Physical Education

These core learning areas are focused and align with our AIP goals and targets. These lessons are continually scaffolded on prior learning and both summative and formative data is collected to track student progress and learning outcome growth.

Further information on how our school implements the curriculum, including the learning areas provided at each year level/band of schooling and the capabilities that are developed by students across these learning areas is provided in our whole school curriculum overview.

### Language provision

In 2023, Mill Park Heights Primary School will deliver Auslan as a Language, based on an initial trial in 2022. School Council, staff and the school community have been informed of the trial and will be consulted as part of the school review in 2024 to formalise the choice of language for the next 4 years.

### Pedagogy

The pedagogical approach at Mill Park Heights Primary School is determined in accordance with FISO 2.0 and is supported by the High Impact teaching Strategies and our Instructional Model. The staff at MPHPS work in Professional Learning Communities ( PLC ) to refine the Victorian Curriculum into our whole school learning, assessment and reporting framework. This framework

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sets out the skills our students are taught at their entry point of need. Each level is scaffolded from previous learning and has been meticulously planned with growth and outcomes in mind. We aim to differentiate our lessons in a range of ways and this may include 1-1 conferencing, small group tasks, collaborative groups or independent tasks. Lessons are planned using a whole-part-whole structure, allowing for a gradual release of responsibility whereby students begin collectively, work on specific tasks, receive explicit teaching or be part of a guided focus group and then regroup as a class to reflect and review.

## Assessment

Mill Park Heights Primary School assesses student progress in line with the Department's [Assessment of Student Achievement and Progress Foundation to 10](#) policy.

Students at MPHPS have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

Requirements for the assessment of student performance at MPHPS is defined with reference to:

- the [Guidelines to the Minimum Standards and Requirements for School Registration](#) (Minimum Standards for School Registration) issued by the Victorian Registration and Qualifications Authority (VRQA)
- departmental policies relating to curriculum programs in schools.

Documentation of assessment usually involves identifying the what, when, how and who of assessment. Documentation may take the form of an assessment schedule, and/or be included in the school's whole-school curriculum plan.

- Teachers at MPHPS use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment and reflection.
- Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
- Teachers use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Subject Unit Designs and Learning Sequences. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions or student-teacher conferences.
- Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.
- MPHPS develop Individual Education Plans (IEPs) for students who are part of the Program for Students with a Disability (PSD), Koorie students and students in 'Out of Home' care, in consultation with students, parents and where appropriate, with outside agencies.
- Teachers assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.
- The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.
- Where possible, staff participate in cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum Standards across the school.

## Reporting

Mill Park Heights Primary School reports student progress to parents in line with the Department's [Reporting Student Achievement and Progress Foundation to 10](#) policy. In addition, MPHPS ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting.

At Mill Park Primary School, parents and carers are provided with a mid and end of year student report along with continuous reporting on inquiry tasks via Compass. Parents and carers are provided the opportunity to meet with teaching staff to set goals, provide feedback and celebrate achievements at the beginning of the school year, the end of Term 1 and the beginning of term 3. Opportunities to meet at the end of the year are available on request.

The mid and end of year reports are provided in a written format that is easy for parents/carers to understand and can be accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- MPHPS report directly against the Victorian [Curriculum F-10 achievement standards](#) or, if reporting on students for whom English is an additional language, the Victorian [Curriculum F-10 EAL achievement standards](#).
- Both student achievement and progress is included in the report.
- An age-related five-point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting, will be used for reporting against the achievement standards in English, Mathematics and Science (where applicable).
- MPHPS will use either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities are provided for parents/carers and students to discuss the school report with teachers and/or school leaders as part of the Three Way Conference at the end of term 1 and the beginning of term 3. These Parent-teacher interviews are conducted twice-yearly and enable the opportunity to discuss the students' progress and how they can continue to be supported at home. With adequate notice, Interpreting services can be made available where requested.

## CURRICULUM AND TEACHING PRACTICE REVIEW

School curriculum and teaching practice is reviewed against the [Framework for Improving of Student Outcomes \(FISO 2.0\)](#). FISO and the FISO improvement cycle help identify focus areas for improvement and to evaluate the impact of introduced initiatives.

### Review of school curriculum

Mill Park Heights Primary School reviews curriculum as part of the School Review process which occurs on a 4 year cycle. During the review process, curriculum programs and student outcomes are assessed against goals, targets and key improvement strategies. The review of this information informs future goals and targets and supports the development of the School Strategic Plan. From this the Annual Implementation Plan is developed which provides a clear guide on the school curriculum and student outcome needs. The School Improvement Team meet weekly, and are responsible for monitoring the SSP and AIP. The SIT develop the professional learning programs to support the implementation of curriculum and programs and lead the data collection and analysis process as part of the PLC.

### Review of teaching practice

Mill Park Heights Primary School reviews teaching practice via:

- Professional Learning Communities, which link the learning needs of students with the professional learning and practice of teachers and provide an opportunity for teachers to collaboratively evaluate the effect of high impact teaching strategies; and
- the Performance Development cycle, which provides an opportunity to provide feedback to teaching staff on their performance to support ongoing learning and development, with a focus on how student learning can be improved through improving teaching practice.

## FURTHER INFORMATION AND RESOURCES

- Policy and Advisory Library:
  - [Curriculum Programs Foundation to 10](#)
  - [Framework for Improving Student Outcomes \(FISO 2.0\)](#)
  - [Assessment of Student Achievement and Progress Foundation to 10](#)
  - [Digital Learning in Schools](#)
  - [Students with Disability](#)
  - [Koorie Education](#)
  - [Languages Education](#)

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- [Physical and Sport Education — Delivery Requirements](#)
- [Holocaust Education](#)
- [Reporting Student Achievement and Progress Foundation to 10](#)
- [Sexuality and Consent Education](#)
- [School Hours \(including variation to hours\)](#)

This policy should be read alongside our whole school curriculum overview.

**POLICY REVIEW AND APPROVAL**

Policy last reviewed	12/2/24
Approved by	Chris Beare Principal
Next scheduled review date	12/2/2027